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ABSTRACT

Phase I of a research and demonstration project was devoted to establishing, operating, and evaluating a demonstration nursery center to provide for the daytime care of 30 infants and toddlers ranging in age from 2 months through 3 years. During this phase, some emphasis was also given to recruiting and training the center's nursery assistants, and their experiences are described in this publication. To insure close staff working relationships, all staff members are involved in the interviewing, selection, and training of new nursery assistants. Once hired, the new assistant begins a week of orientation consisting of discussions with the professional and paraprofessional staff, and observations and assistance in each of the five children's groups. Further training occurs on the job, and both the new and established assistants are encouraged to improve themselves through formal and informal means. Some opportunities for development and improvement include: (1) casual conversations between staff, (2) planned meetings, (3) observation in other infant centers, (4) experiences in keeping written observations of the children, and (5) consultation with the pediatrician, nutritionist, social worker, and psychologist. (SB)

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LEARNING AND TEACHING
IN A CENTER
FOR THE CARE OF INFANTS AND TODDLERS

a descriptive review of
experience with staff development

by

THELMA E. ARNOTE

Director
Demonstration Nursery Center
with the assistance of the staff of the Center

1969

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*Available as a separate document.
Catalog with prices available from Infant Care Project,
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P R E F A C E

This attempt to offer ideas about learning and teaching in an infant care setting is inevitably a review of experience. For the most part, it is a personalized narrative account of some of the actual day-in and day-out strivings and learnings of a group of adults who have shared life with one another and with two dozen infants and toddlers over a two-year period. First person plural pronouns will be the subjects for most sentences which follow this preface. The feminine gender is employed, though occasionally we are able to have men for temporary or part-time assistance.

If, as the reader glances through these pages, he begins to consider the performance of adults the most important aspect of a program for infants, this writer has achieved the largest purpose she holds as Director of the Demonstration Nursery Center.

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The Institute for Child and Family Development
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May 1969

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DESCRIPTION OF THE DEMONSTRATION NURSERY CENTER

Sponsorship and Purpose

The Demonstration Nursery Center is a part of the Infant Care Project, sponsored by The University of North Carolina at Greensboro and by Children's Bureau, U. S. Department of Health, Education, and Welfare, under Grant Number D-256. The purpose of the project is to demonstrate an optimum environment for children under three years of age in daytime group care. In operating the Demonstration Nursery Center, the prominent question to be answered is: CAN CHILDREN UNDER THREE THRIVE IN GROUP CARE? Other questions follow: Is individualized care possible in a group setting? Can a group situation allow adequate health protection, constructive social relationships, and appropriate intellectual stimulation?

The Children and Their Families

The children enrolled in the Center and their families represent a wide socio-economic population from the staffs and faculties of the five universities and colleges in the city of Greensboro. In addition, there are a limited number of families from the larger city community. The Center enrolls thirty children, ages two months through three years in five separate groups.

Housing the Center

The Demonstration Nursery Center is housed in the young children's section of the new educational wing of a church near the University campus. We use six rooms, a total of approximately 3288 square feet,

for five groups of children and a Sick Bay. In addition, we have the use of a small kitchen for preparation of all foods and the large youth activities room for staff resting and dining.

The Staffing Pattern

The Center at the time of this writing has a professional staff of three full-time and one part-time professional persons, seven nursery assistants, a cook, a part-time janitor, and additional relief and substitute assistants as needed. The professional staff includes a director, an associate director, a nurse, and a half-day teacher for the three-year-olds. A pediatrician and a social worker consult on a regular and/or on-call basis.

The under-three groups are staffed by six nursery assistants who work in two overlapping eight-hour periods from approximately 7:30 a.m. to 5:30 p.m. These assistants are relieved by additional staff (professional staff, students, etc.) for lunch, and for morning and afternoon rest breaks. The total time a nursery assistant spends with children is six and three-quarters hours per day.

Our present nursery assistants have varying degrees of experience and training. In formal education all but two are high school graduates; two have two years of college. One assistant who works half-time is a college graduate. All assistants are mothers and some have been with children in paid positions, in informal work experiences, or in volunteer capacities.

EMPLOYING THE NON-PROFESSIONAL STAFF

Rationale

Most of the nursery assistants joined the staff because they needed a job for economic reasons and because they preferred work that involved being with children. Some joined because in addition to supplementing the family income they wanted to explore future vocational opportunities with this age level of children and with the philosophy and practice of day care.

The rationale for using non-professionals in the demonstration is stated in the original proposal for the infant care project:

> *"There is a growing concern today in many of the service fields regarding the widening gap between available professional manpower and the needs of the profession. If community requirements -- for example, for teachers, nurses, librarians, and welfare personnel -- are to be met in the coming decades, ways must be found to train non-professionals for some of the tasks that are now*
>
> *being performed by professionals -- or that are not being performed at all, or are being performed ineffectively because of the shortage of professionals . . .*
>
> *The deep concern of professionals that infants should receive individualized care, the proliferating programs involving care of infants whose mothers are employed and who receive supplemental mothering during the day in their own homes, and the large numbers of infants residing in institutions mean a tremendous demand for competent caegivers for babies, and beginning now many persons must be recruited for this service.*
>
> *Those babies who must be cared for outside their own homes -- and indeed those whose families perfer to have them taken care of at home while the mother is away at work -- require caregivers who understand something of the course of healthy development in the early years, of the potentialities for learning in infancy and toddlerhood, and of the special needs of babies who experience temporary or permanent separation from their families.*

The problem is to fill immediately the wide gap between needs for this service and available professional manpower. Efforts to improve the quality of care for infants outside their own homes cannot wait until some unknown future time when there will be enough professional child-care workers to meet the existing demand. As it is unrealistic to expect to staff such programs entirely, or even largely, with professionals (the college-trained professionals must be "saved" for supervisory and high-training-level positions), a way must be found to give a suitable training to prepare non-professionals for giving high-quality day-to-day care to children under three years of age."

An additional reason for emphasizing the employment of non-professionals is that persons from this widely available group are themselves eager to participate in child care training. Women who like children, who have reared their own children to school age, and who can be away from home for part of a day are particularly good candidates for this opportunity to increase their skills for future employment in a field where they already have gained experience. Likewise, among women who must work for economic reasons, there are those who have a high degree of competency in working with children. These women should be encouraged to explore study that will enhance their abilities in child care.

Soliciting Interest in the Job

"Working with children is my life's ambition." This statement appears in almost these same words in more than one application for a position as nursery assistant on the staff of the Demonstration Nursery Center. Our major concern, then, is getting full information about job opportunities in the Center to the people with the highest potential for enjoying and contributing to the care of infants and toddlers.

Interested applicants usually inquire by telephone about employment possibilities. A brief description of essential information is exchanged; if the applicant continues to be interested for the present or for the future, an application form is sent. This form (developed by the State Department of Personnel) contains essentially only basic items: age; height-weight; marital status; number of dependents; description and duration of previous and present jobs; formal education; law offenses; references. In addition to this information we attach a sheet on which we ask applicants to write why they are interested in this position.

When applications are received, they are examined immediately and the applicant is notified by letter of the receipt and evaluation of his application. If the application looks promising, the letter advises that we are interested in an interview. Applicants not chosen for interviews are told that persons whose applications reveal the highest qualification for the position are being called for interviews.

The Personal Interview

Our face-to-face conversation is hopefully a mutual exchange of information and personal responses. In general terms, the Center staff is interested both for ourselves and for prospective staff in how persons look and sound and how they make us feel. This initial and intuitive response to one another has high value in our total appraisal of the job-applicant. More specifically we evaluate the following items.

Personal appearance and physical characteristics: What is the ratio of height to weight? Will this person be able to move quickly, to bend, stoop, climb stairs, pick up heavy children, push furniture? Can he/she be active most of the day? Are there persistent mannerisms or tics, or a noticeable body odor? Is the person neat in dress, well-groomed?

Voice and speech: Is the speaking quality pleasant? Is there freedom from stuttering, drawling, or noticeable speech deviation which children might imitate?

Participation level: Is there indication of animation? Does the applicant take any initiative in conversation or is there evidence of exaggerated passivity? On the other hand, does she seem overly aggressive in the interview?

Other factors: Does the applicant have dependable transportation? How does she plan for care of her own children if they are minors? Are there other dependents? Does she have a history of frequent colds and/or absence from work on other jobs?

The interview includes questions which may be occasioned by comments in the reference letters, the application response, or from the applicant herself. Attention is given to discussion of the problems an applicant might experience with integration of socio-economic levels, races, ages, and with a wide range of experience and education among staff and parents. Attention is also given to the applicant's feeling about working under the observation of frequent visitors.

The job description (included in Appendix A) is a helpful tool in interviewing. It is shown to the applicant and she and the interviewer exchange ideas about child care which are prompted by the detailed description of skills and work expected. Such leisurely exchange gives opportunity to hear the applicant's point of view about child care and education and to observe how she responds to an idea that may be opposite to one she has offered. The applicant, in turn, is able to see and hear how differences of opinion among staff are acknowledged and how teaching and learning may be fostered.

Final Employment Procedures

Decision about employment is seldom finalized at the time of the first interview. We like, rather, to give the Center staff and the applicant several days in which to rethink the interview and raise further questions if necessary.

The initial, the ongoing, and the final test for employment is one of human relations. The staff must live and work together through long, strenuous, interacting hours. Young children will learn from

observing such interaction. It is not irrelevant or "un-scientific" therefore for all concerned with employment to ask a final basic question: Did we like one another; can we be comfortable with each other even if we have differences? A negative response on the part of staff or applicant does not mean disapproval of persons; it is rather an acknowledgment of the humaness of all persons and of the achievement potential to be found in working with others "of like mind."

An applicant who is chosen is introduced to the personnel officer in the Business Office at the University where he/she may discuss fully matters of insurance, salary payments, retirement and other benefits. Prerequisite to final employment, the employee must present a statement of health from his/her physician. (See Certification of Health, Appendix B)

WORKING TOGETHER AS A STAFF

Orientation to the Center

A new assistant's first week is spent in conversation with the administrative professional staff and in observation, conversation, and assistance in the children's groups. The Director reviews the purposes and goals of the Center and describes how these are met in the program. In discussing specifics of the job, she attempts to offer a point of view which encourages initiative and evaluation, rewards efforts to improvement, and sympathizes with inevitable frustrations. She suggests some initial ready techniques for beginning days (see Appendix C., Orientation Notes for New Assistants).

The Assistant Director introduces the new staff member to the use and value of records: the developmental history; the cue card; the daily care sheet; the emergency cards. (See Appendix D.) The new assistant learns her part in keeping these records.

The Nurse-Teacher describes health, sanitation and good physical care procedures. (See Appendix E., Assuring Safety and Protecting Health.) In our Center the nurse is also responsible for the development and maintenance of the complicated scheduling of staff work hours, rest breaks, substitute assistants, and scheduling of annual leave.

Within the children's groups, the established Nursery Assistants describe to the new staff person the program as they experience it. They are free to share observations about the particular needs they see in each child. They may describe methods of housekeeping which have been found to be most effective and efficient for them -- how they wash toys or clean the furniture. Such descriptions may be as numerous

and varied as there are care-givers. They are understood by the newcomer not as inviolate rules, but rather as examples of creative expressions of responsible, evaluating persons who keep working to find better ways of being with other persons -- both children and adults. As long as the new employee is a "floater," she is urged to respect and follow the lead of the person who is responsible in the room, at the same time offering her own individuality in giving care.

Learning on the Job

A statement which appears on all job descriptions for the Demonstration Nursery Center reads: "The applicant should have potential for increasing his/her skills for care-giving through study, conferences, observation, and other means of learning." This present section reviews our combined staff efforts to recognize and develop persons and to encourage and fulfill their desires to improve their abilities as caregivers.

The term "learning" is used deliberately instead of "training". The latter term seems to imply more structured procedures than we have found appropriate, convenient, or necessary. It may also be that "training" is better used where there are techniques to be taught -- "do it this way only" procedures. Though we recognize the importance of some inviolate rules, e.g., hand washing before and after the diapering of each child and before handling food, we think that in most instances the exchange of ideas among all persons, rather than decision making and "training" by one person, is the most productive atmosphere for effective and long lasting satisfaction in performance. Questioning of on going procedure is not only allowed, it is encouraged. Full, active, thoughtful

participation is expected from all who live and work together in this setting.

When we say, "we have learned" we mean that we have discovered a new or better or more satisfying way to work; that we have challenged and overcome a problem; that we have absorbed a new idea. Such learnings enable us to give more meaningful care, to manage routines with greater efficiency, and to work with other adults in broader understanding.

Some Examples

Problem-Challenge: What can we do to "slow the pace", decrease "togetherness," and encourage individual pursuit among our gregarious but socially inept one-to-two-year-olds?

Learnings: We can arrange for one child to go out of the room with an adult. Sometimes we are able to protect a teacher-child pair within the room. Outdoor play can be arranged for two children at a time. Eating and sleeping times can be individualized as need indicates. Portable physical barriers can be set up in the playroom to allow solitary play or separation into very small groupings.

Problem-Challenge: What can we do about a child (sometimes, though not always among the oldest in a group) who, usually happy and alert, has become dissatisfied and fussy?

Learnings: An increasingly varied experience which includes spending time with another group of children for some activities seems to restore balance.

Problem-Challenge: How shall we view the occasional and subtle hostility which two staff members may have toward one another?

Learnings: Two adults can be encouraged to express their differences to one another in private, to come to terms with their hostility, to ask for help if they need it, and can make plans which will allow each of them to work more comfortably in the Center.

The Development of Goals

Very early in our working together, the total staff became involved in defining objectives appropriate to a program for infants and toddlers. We asked: "What are we trying to do in order to give good care to these very young persons?" In the beginning our answers were simple and elementary:

"Watch children closely to prevent accidents"

"Keep children on eating and sleeping habits they are used to at home"

"Offer warm, loving care"

"Try to make each child feel that he belongs"

"Give a balanced diet"

"Keep the room clean"

"Wash our hands"

"Wash the toys"

As we have become more comfortable and confident in our roles as caregivers and co-workers, we have pressed for additional more insightful evaluations: What else can we do (or do we wish we could do) to add to the well-being of our babies?

The continuing efforts of the staff to answer this persistent question indicate an increasing awareness of the total growth and learning potential for babies in a group setting -- indeed for all persons who participate in a Nursery Center. As tentative theoretical ideas and feelings about a good program began to be demonstrated in care-giving and administrative procedures, the Director sought to define the goals toward which such daily practice seems to be pointing. The following statements which resulted from this inquiry became and continue to be the point of reference from which we evaluate both our problems and our progress:

A GOOD PROGRAM FOR INFANTS AND TODDLERS . . . .

. . . Provides for the well-being of all persons - children, staff and parents

. . . Allows time for the orientation of staff to the Center's program and policies

. . . Orients families and babies to the Center in a gradual process

. . . Guards health and safety of all persons

. . . Individualizes care-giving acts

. . . Permits the giving of spontaneous attention and affection, play, and talk from caregivers

. . . Encourages physical and emotional satisfaction in the processes of eating, sleeping, eliminating, walking, talking

. . . Creates interesting persons-and-things situations and encourages children's exploration of the environment

. . . Seeks protective and interpretive ways to introduce a child to himself and other children

. . . Observes each child's readiness for change

. . . Supports and enhances family relationships

. . . Continues to evaluate policies, programs and procedures

THE CHANNELS FOR LEARNING

Our means for "improving understandings and abilities" have been varied, ranging from hurried consultations in the hall to scheduled individual conferences with prepared agendas. The following paragraphs are partial descriptions of our continuing efforts to inquire, to decide, to change, to try, to explore again -- toward the end that babies and toddlers, their families, and our staff may increasingly experience satisfaction in living together day after day.

EXAMPLES OF CASUAL LEARNING OPPORTUNITIES

Incidental Conversations: While two members of staff are washing beds or damp dusting furniture or folding diapers, there are good moments for airing ideas or sharing stories about children. Many a new approach has been dreamed up over soap suds!

The daily morning and afternoon rest breaks as well as the lunch hours present occasions for informal conversations about life in the Center. One doesn't have to talk about work during leisure, but neither is such conversation prohibited.

Memos: Occasionally (but only occasionally) an idea or suggestion is impersonal enough to be offered in a general matter-of-fact announcement. A reminder about checking lights and locks or placing wet cloths in appropriate containers have been subjects for memos.

Bulletin Boards: Letters of appreciation or inquiry, newspaper clippings, magazine articles of educational interest, and health or safety displays are seen by all staff and are frequently and consistently commented upon. An interesting fact is that all members of staff seem to feel free to bring items for the board.

Reading: The Public Library sends the Bookmobile to our Center on a regular schedule. Not only do we select books for children, but also we borrow for adults. Some selections are professional in nature, but most of the choices from the Bookmobile reflect personal interests on the part of the staff. Books on gardening, sewing, grooming, weight-control, cooking, and retirement are frequently found on our adult reading table.

Reception Desk: On occasion a Nursery Assistant or the cook may be asked to answer the telephone, respond to inquiries, and receive visitors. All staff members are encouraged to assume responsibility for communicating daily with parents.

EXAMPLES OF PLANNED MEETINGS

The weekly conferences: Most of the "learning" occasions in our Center, for the first year, were the frequent on-the-spot or after-the-fact experiences. In addition and increasingly, as our leader-teacher roles and our needs became more defined, we found that regular weekly meeting times for individuals or for small groups of two or three were effective. By carefully arranging lunch or rest-break times and keeping alert to children's patterns of needs, we discovered that on most Mondays one of the professional staff can have thirty to forty minutes each with one or two Nursery Assistants. The purpose of these sessions is to acknowledge any problem which is a concern and to discuss in detail some aspect of programming for a particular group of children. On one occasion we gave attention to finger plays and games; at another time we learned how to present tempera paint; in a third session we talked of children's learning about shapes and dimensions and reminded ourselves that we should not speak of these concepts casually or carelessly.

In one session with the Nursery Assistants who work with the one-year-olds we brainstormed the question: Are there appropriate gestures, words, acts, which these infants might learn to use so that they could relate to one another with increased social competency?

An interesting session with the assistants for the youngest children revolved around: What degree of limitations can these babies learn and what guidelines shall we use in presenting "no's"?

The Total Staff Meeting. In the beginning we were able to arrange for meetings of the entire staff while some children napped and others played beside our chairs. These informal gatherings, however, became less feasible as enrollment increased and schedules changed. Presently we meet once a month on a consistently scheduled day for two hours. We have tried evening supper meetings, lunch meetings, and mid-afternoon sessions (asking parents and students to substitute during these latter two times). The purpose of these meetings is chiefly to focus on a specialized area of study such as research aspects of the project, foods and feeding, selection of toys, supervision of outdoor play, the setting of limits. An additional purpose is to provide time for the exchange of ideas about needed adaptations of procedures and programming. (Examples of agendas of several of these meetings are in Appendix F.)

Parent-center evaluation. Each nursery assistant participates with a professional staff person in at least one scheduled parent conference during the year. She brings to it her reservoir of experience with a particular child. She gains from the conference an enlarged understanding of the family in which the child lives. This provides more than a casual opportunity for her to participate in an exchange atmosphere wherein she is looked upon as a responsible contributor.

Conversations with visitors. Our position as a demonstration center brings us more than the usual number of visitors from both professional and non-professional backgrounds. Schedules are arranged so that every staff member has some time to meet and be met, to hear comments and questions, and to exchange ideas with visitors. These interactions broaden our understandings, challenge our initiative, and

foster in individuals a sense of being professional in a professional endeavor. The prospects of having "visitors" - far from suggesting fear or dread - are rather anticipated. It "perks us up" to our full potential and gives an opportunity for renewed practice in objectivity. We learn how to be alert hosts at the same time we also discover how to be sympathetic observers when we are visitors. With few exceptions, visitors have been friendly and affirmative in their responses to the Center's program. Even when interaction has not been personally satisfying, such event, by the very nature of its difference, has been valuable to our learning.

Attendance at special meetings. Arrangements are made for all staff to be introduced to the research aspects of our project and to attend sessions when findings are reviewed. When professional programs, study conferences, or workshops are scheduled in our city or state, we encourage some of our non-professional staff to attend.

Observations in other settings. Opportunities for seeing infant groups are limited; however, a few good programs for very young children are available to us for visits. Observations in these settings broaden our abilities to look at infant group programs objectively and also afford opportunities to examine equipment for use with our children. A third possible value of visiting is that the observer discovers esteem for herself. This new-found confidence was expressed by Nursery Assistants, who, after making a visit to another center, commented:

"If we're making mistakes, other people are too!"

"When I see other programs, I think we aren't doing badly at all!"

EXAMPLES OF EVALUATION AND CONSULTATION EXPERIENCES

Written observations of children. In addition to the daily care sheets on which the attending staff records all physical care acts, Nursery Assistants are encouraged to describe children's behavior in recorded form. Through these observations we think: (1) that assistants can improve their skills in objective observation; (2) that records can be available to use for present understanding and future research; (3) that assistants may have a sense of accomplishment in their increasing ability to observe and record.

The assistants are urged to write only what they see and hear and try to use words which will "picture" the incident with simplicity, brevity, and exactness. The following are examples of efforts to record:

> "See him pushing the wagon walker;
> he looks like a wind-up toy!" E.T.
>
> "C. caught me by the hand, toddled over
> to the poster pictures, pointed and
> asked, "What's this?" Then he 'read':
> "Mommy", "Daddy", "Doggie". G.H.

Our cook is one of our most astute observers. The following is her account of an enlightening episode:

> "For snacks this morning I took down some celery stuffed with cheese and cut into short lengths. Some children began to try to eat it, but not D__. He looked at his piece and then he licked it. He looked at the other children, looked at his celery, looked at me. Then he laid his celery on his napkin, made several "folding" attempts and handed it all to me."
> Mrs. A__ added: Then he folded his arms across his chest, and looked around as if to ask, "Now, where is my snack?"

Individual evaluations of staff. After a nursery assistant has been working for several weeks she and the Director have a conference to exchange points of view about participation in the life of the Center. The assistant is invited to describe her attitude and feelings about the work she is doing, and to raise questions about procedures which are puzzling her. The Director offers an evaluation of the assistant's performance to date, pointing out strengths that are appreciated in this setting and suggesting areas where the assistant appears to need increased understandings or techniques.

Individual evaluation conferences are held monthly or as needed when personal or professional problems occur.

Supervision and demonstration. "Actions speak louder than words" is a challenge which professional staff must face daily as they move in and out of the groups. They are demonstration teachers. From them the nursery assistants frequently learn: ways (and words) to respond to children's behavior; the value of simple consistent direction ideas for play and play equipment; techniques for setting and maintaining limits; procedures for securing health and safety. It is to be added that learning from demonstration is a multi-way street among us. Professional and para-professional persons alike learn from observing one another. The older ones among us demonstrate the wisdom of compromise; the younger ones show the rewards of giving zest and physical endurance to children. Those who have evident interest and skill in management share time-saving secrets of efficiency in dressing and feeding children, in housekeeping, or in Friday put-away.

Supervision is ongoing in time, informal in method, and sympathetic in consultation. Though the professional staff carry major responsibility for detecting areas of need, all persons are expected to be alert to significant events as they arise and to consult with the appropriate professional staff member. For example, the nurse is the chief consultant in matters of health and safety; the associate director advises in the area of food and nutrition; the director assumes major responsibility for consultation about program content and staff procedures.

Consultation with specialists. All members of our staff have the opportunity to work with consultants in specialized areas. A pediatrician comes twice a week to carry out clinical examinations and to discuss medical problems in the Center. A nutritionist is on call for special assignments. A social worker and a psychologist give consultation time. Not only have nursery assistants learned about the needs of young children and their families from these exchanges but also they have gained insight into their own needs and have used opportunities for professional help for themselves.

The efforts of the professional staff to enhance teaching and learning for all workers in the Center have been reinforced by ideas expressed by Dr. Lois B. Murphy regarding the consultant's relations with staff.*

---

*Murphy, L. B. *The consultant in a day-care center for deprived children.* Children, 15, 97-102, 1968.

THE CONTENT FOR STAFF STUDY

Any situation or problem which affects our life together -- babies with each other, babies with staff, staff members with one another, parents with staff, Center staff with Church staff (we operate in a church building) -- becomes a focus for thought and discussion. The following questions are examples of the variety of concerns we face in maintaining creative leadership in a center for infant care. Such questions are not easily pigeonholed, but for convenience, they are listed here under four broad classifications, having to do with working relationships, with families, with physical health and safety, and with child development.

Concerns About Working Relationships

Is there a boss (bosses) here?

How much decision-making am I supposed to do?

How are disagreements, misunderstandings, and animosities handled?

How shall we respond to the fact of cultural differences among parents, staff, visitors?

Who exchanges information with parents?

Is it possible that some caretakers and some babies and/or parents might not like one another?

How important are the speech patterns of persons who are with young children?

Can we find acceptable week-day and week-end storage places for this equipment we would like to purchase?

How can we keep house more efficiently so that our part-time janitor's work may be essentially that of heavy duty maintenance?

What is my job? What are my privileges?

How much initiative is expected or allowed?

What problems might be peculiar to this setting which is racially integrated? What problems may be present because we are a demonstration-observation setting?

Are we holding to an old practice which once was valuable but which now should be eliminated or adapted? What can we do about surprising new areas of concern which we are not presently prepared to handle adequately? How can we improve the communication of an individual's changing ideas about practices and procedures?

Concerns About The Families

How do we respond to the fact that sometimes it is grandmothers rather than mothers of babies who want to make arrangements for care?

Do families with children born out of wedlock, or families with adopted children, require special responsibilities on our part?

How can we plan individual babies' hours of attendance so that those whose parents go to work early may feel ready to return for children early -- even though the Center may be open until 5:30?

How can we allow parents maximum freedom to visit in their child's group at the same time we protect children from too many disrupting occasions?

What are some ways to acknowledge inconsistencies between child rearing practices of the home and the Center? What deliberate efforts can we make to support families even when our practices are different?

Concerns for Physical Health and Safety

What precautions are necessary for promoting and protecting well-being:

In preparing food?
In housekeeping?
In diapering?

When does a child enter and leave Sick Bay?
What illness symptoms prevent an adult from being with children? With other adults?

Is there any teaching we can do to minimize children's fears of a doctor?

What are some safety hazards of which we should be aware?

How much break time does a caregiver need?

What plans shall we make for emergencies such as fire, accidents, etc.?

Shall we give first feedings to infants and breakfasts to toddlers?

Shall we try to establish a nursery routine?

Shall we use diaper liners with all our babies?

What about the toddler who does not fall asleep easily?

What factors must be present in order for us to make mealtimes satisfactory for infants and toddlers?

What policies shall we establish for toilet training?

How concerned should we be about a non-crawling, non-walking child who comes to us at fourteen months with a positive report from the pediatrician?

The Children's Development

Should infants and toddlers experience some limitations?
What?
Under what conditions?
Who should impose limitations?

Can a sense of identity and of the right to possession be learned in an infant group setting?

How shall we think and act about a fourteen-month-old baby who is precocious in motor skill, who attends only fleetingly, and who explores persons with an extremely tight grasp?

What are the pros and cons of a mixed age group of children?

What shall we do about biting?

What is the meaning of "reinforcing behavior"?

Is baby talk from adults all right?

Is it possible that too many people are initiating too many social contacts with the children?

Are there some appropriate skills, words, gestures, which some infants and toddlers might learn, thereby affording comfort, health, or pleasure to themselves and others?

To what person, activity, or object do individual children seem to give particular attention?
Can this observed interest give us clues about causing other interesting things to happen?

Does our present staff ratio and our expectations for the total job performance allow enough time for adults to play with individual babies?

Can we think about developing programmed sequences of experiences for children?

THE CONTINUING CHALLENGE TO LEARN

Our attempts to answer the questions we raise bring a variety of results. Sometimes, through full discussion we come to immediate practical solutions which improve our efficiency or effectiveness within a few days. For example, seeking a way to get wheel toys to the playground efficiently does not require lengthy deliberation. But to answer, "How do we respond to inconsistencies between practices in the Center and those in the children's homes?" demands long-continued consideration. It has been our experience, also, that finding some answers to difficult questions usually opens up still more question. Thus the content of our staff study is often changing, ever enlarging, never ending. The conclusions we reach are pertinent, perhaps, only to our Center and even then may apply to a particular period of time. We hope that the reading references which follow here may be helpful in giving basic philosophy and direction to persons in other centers who have their own set of circumstances and problems to which they must find particular and relevant answers.

APPENDIX B

UNC-G Demonstration Project
Group Care of Infants and Toddlers

Certification of Health by Physician

THE UNIVERSITY OF NORTH CAROLINA

at Greensboro

The Institute for Child and Family Development
Children's Bureau Demonstration Project: Group Care of Infants

To Whom it May Concern:

I have examined _____ and find no evidence of communicable disease or physical handicap which would tend to restrict activity. This person appears to be mentally and emotionally stable and able to fulfill work responsibilities with infants and young children without injury to self or other people.

_____
Signature of Physician

Remarks: _____

_____

_____

_____

Date: _____

APPENDIX D

UNC-G Demonstration Project

Group Care of Infants and Toddlers

Sample Cue Cards, Daily Care Sheet, Emergency Cards

SAMPLE CUE CARDS

CUE CARD

CYNTHIA	BIRTHDATE: 3-17-69	NURSERY DAY: 8:00 - 5:30
5:30 - 6:00	Awakes Breakfast 1/2 jar fruit & formula	
8:00	Arrival Nap	
10:00	Snack - offer juice or water Play	
1:00 or 1:30	Lunch - Meat, vegetable and fruit (about 1/3 jar each), formula Nap	
4:00 or 4:30	Formula	
5:00	Departure	
	NOTES: is rocked to sleep hold to feed cries when wet Mother and Father left handed	

(3 month old - long day at Nursery)

CUE CARD

ROBERT	BIRTHDATE: 12-20-69	NURSERY DAY: 7:45 - 4:00
6:00	Awakes	
7:45	Arrival	
8:00 or 8:30	Breakfast - cereal and formula Nap	
12:00 or 12:30	Lunch - some table foods, junior foods, milk from cup Play Nap	
3:00 or 3:30	Snack - fruit or juice	
4:00	Departure	
	NOTES: refuses early breakfast on hom. milk offer milk from cup junior foods cries self to sleep	

(6 month old - leaves Nursery at 4:00 P.M.)

SAMPLE CUE CARDS

CUE CARD

MARK	BIRTHDATE: 10-8-67	NURSERY DAY: 8:30 - 5:30
7:30	Breakfast	
8:30	Arrival	
	Play	
9:30	Snack	
	Play	
11:30	Lunch (Table Food)	
12:00	Nap	
3:30	Snack	
	Play	
5:30	Departure	
6:30	Supper	
8:30	Bedtime	

NOTES: own special blanket for nap;
feeds self; fingers and spoon

(16 month old toddler)

CUE CARD

YVONNE	BIRTHDATE: 8-13-67	NURSERY DAY: 9:00 - 4:00
8:00	Breakfast	
9:00	Arrival	
9:30	Snack	
	Play	
11:30	Lunch (Table Food)	
12:15	Nap	
3:00	Snack	
	Play	
4:00	Departure	
6:00	Supper	
8:00	Bedtime	

NOTES: some interest in toilet training and dry pants;
likes milk, juices, water;
feeds self with spoon;

(22 month old toddler)

EMERGENCY CARDS

Form 6-N

UNC-G DEMONSTRATION NURSERY PROJECT

General and Contact Information

Child's Name _____ Birthdate _____
(yr.) (mo.) (day)

Address _____ Home telephone _____

Telephone contact-Mother_____ Telephone contact-Father _____

Contact in emergency _____

Pediatrician _____ Telephone _____

Special information (allergies, who may call for child, etc.) _____

_____

Date of admission to Nursery Center _____

Form 18

UNC-G DEMONSTRATION PROJECT
INFANTS AND TODDLERS

Child's Name: _____

If emergency medical care is deemed necessary by a physician and I cannot be contacted, I authorize the professional staff member in charge to act in my behalf in granting permission for my child to receive emergency treatment or surgery.

Father's Signature: _____

Mother's Signature: _____

Date: _____

Form 20 - Daily Care Record

UNC-G DEMONSTRATION NURSERY CENTER

NAME _____ ARRIVAL TIME _____

DATE _____ DEPARTURE TIME _____

FEEDINGS

FOOD	AMOUNT	TIME	COMMENTS	INITIALS

DIAPER CHANGES

VOIDED	STOOLS	TIME	DESCRIPTION (IF NECESSARY)	INITIALS

SLEEP

TIME	TIME AWAKES	COMMENTS	INITIALS

ACTIVITIES

TYPE	TIME	COMMENTS	INITIALS

APPENDIX F

UNC-G Demonstration Project

Group Care of Infants and Toddlers

Staff Meeting Agendas - Some Samples

SUGGESTED AGENDA FOR STAFF ORIENTATION

Pre-Service Training

Week of June 19-23, 1967

Monday, June 19

8:30 . . . . . Greetings, introductions and a review of history and progress of Demonstration Nursery Center; its place in a larger project.

9:15 . . . . . The babies: Who are they?

10:15 . . . . . Break

10:45 . . . . . The staff and our work: Some ways we may prepare to receive the babies.
(The following broad areas will be considered during the remainder of the day, alternating "talk-tell-ask" and "do-see" sessions. Some details attached.)

Job description
Personnel policies
Dress, grooming, personal habits
Ethics
Essential routines

12:00 . . . . . Lunch

1:00 . . . . . Continuation of morning discussion

4:00 . . . . . Evaluation and assignment: Someone I remember from my childhood; how he/she seemed to me.

Tuesday, June 20

8:30 . . . . . A plan for orienting parents and infants
Developing a "cue card"

9:30 . . . . . Response to Monday assignment: someone I remember

9:45 . . . . . Toys: What can they do?

10:15 . . . . . Break

Assignments for observation with Cassell family: observe and describe behavior

11:00 . . . . . A visit with Baby Cassell

12:00 . . . . . Lunch

Tuesday, June 20 (continued)

1:00 . . . . . Housing our center: How will this building serve us?

How shall we care for it?

1. Hear about arrangement with the church committee.
2. See all equipment and available storage areas.
3. Make planning sheets which indicate placement of equipment: (a) week days (b) week-ends
4. Check out essential care-taking equipment and place in appropriate rooms.
5. Learn to use the telephone.

3:30 . . . . . Parents and visitors: our responses to them

4:00 . . . . . Evaluation

Assignments: plan to change to uniforms tomorrow (Wednesday)

Plan to spend $1.00 for a toy. What will I buy?

Wednesday, June 21

8:30 . . . . . Dress in uniforms; practice setting up the rooms

9:30 . . . . . Report on Tuesday toy assignment and on observations of Baby Cassel. Assign observation of Toddler Watson.

10:30 . . . . . Break

11:00 . . . . . A visit with Toddler Watson

12:00 . . . . . Lunch

1:00 . . . . . Conversation with our pediatrician

2:00 . . . . . A visit with Toddler Stamps

2:30 . . . . . Break

2:45 . . . . . Put away: a practice for Friday afternoons

3:00 . . . . . Evaluation and assignment: Prepare to describe some activity which appears to be interesting to a toddler.

Thursday, June 22

8:30 . . . . . Dress; set up rooms

9:30 . . . . . Lecture and discussion: foods and feeding

10:30 . . . . . Break

11:00 . . . . . Practice operating the record players and the telephone

12:00 . . . . . Lunch and a visit with the Director and nurses of the School of Nursing

1:30 . . . . . Catch-up on agenda items not yet discussed

2:15 . . . . . Preparation to see Toddler Bell

2:30 . . . . . A visit with Toddler Bell

3:15 . . . . . Put-away

3:45 . . . . . Report on assignment: something interesting to a toddler

4:00 . . . . . Evaluation and assignment: recall a song from childhood

Friday, June 23

8:30 . . . . . Dress; set up rooms

9:30 . . . . . A look at records to be kept

10:30 . . . . . Break

11:00 . . . . . Catch-up on items on agenda not yet discussed or which have been presented during the week

12:00 . . . . . Lunch and visit with our business manager

1:00 . . . . . Our pediatrician looks again at health practices we should observe

2:30 . . . . . Break

2:45 . . . . . Put-away

3:30 . . . . . Evaluation of the week's experience and the final work before the first day of receiving children

SUGGESTED AGENDA FOR JULY 27, 1967

(One-hour Staff Meeting)

1. A review of our printed job descriptions: Do they "fit" --- or do we "fit" after six weeks of working?

2. The nurse discusses some health practices

3. We look at some new toys and discuss their uses (if there is time)

LATER: There wasn't time!

Referred for individual examination

MEMORANDUM *

TO: Demonstration Nursery Center Staff

FROM: Thelma Arnote, Director

DATE: October 17, 1967

RE: Wet "things"

HELP! !

Some of us continue to put diapers in the laundry hamper and washcloths in the diaper pail! Greater tragedies could happen, but it would help both services if we were more discriminating. In fact, our linens will look better and last longer if we will put all wet cloths and sheets on the drying rack before dropping them in the laundry.

Also, Mrs. Adams says that she does not go into a sleeping room to change beds before she leaves if a child is asleep. She and Miss Currin suggest that Nursery Assistants pull sheets (and pads, if wet) and lay them out to dry. She can replace them the next morning. A pad can be used in beds of children who need diaper changes.

**Memoranda about impersonal, routine matters are sometimes (but only occasionally) used in place of calling staff together.*

LOG OF A STAFF MEETING

(recorded by secretary)

Date: November 14, 1967 (one hour)

We gave some thought to our soon-to-be sand boxes and the rules governing their use. First, it was stressed that we must "STAY CLOSE" to the children playing in the sand, because they are prone to throw it rather than just play in it. Secondly, the value of verbal reminders was pointed out; for example: "The sand is to play with. We keep it in the sand box." Toys were mentioned as an aid in this respect. We decided that we could bring plastic containers from home as sand box toys. Third, children may be "placed" in one or another of the sand boxes if they are not able to play happily in the sand box of their own choosing. Cleanliness-wise we must watch the pockets, cuffs, and other "retainer" parts of clothing so that the children do not leave the sand boxes accompanied by a third of the sand to bring indoors.

With reference to health precautions, we want to encourage parents to inform us of any illness among the family members with whom the Center children have frequent contact. If anyone recognizes any early symptoms of illness among our children, we should try to keep them somewhat separated from the others until it becomes apparent whether or not the child is really ill. Adults who feel that they are "coming down" with something should stay away from the Center.

We discussed the problem of parent-Center communication. We feel there is a definite need for some kind of departure board whereby we can leave notes and dirty clothes in a convenient spot for "parent-pick-up". The best possibility seems to be a large shoe-bag made of canvas or similar material and lined with plastic.

In the way of immediate communications, a letter will be prepared and sent to parents concerning the following matters:

1. Name-tagging clothes
2. Departure board
3. Notification of illness among family members
4. Returning rubber pants
5. Arrival times in the mornings

We were reminded:

1. Neither to s-p-e-l-l words in front of the children nor to talk about them in their presence.

SUGGESTED AGENDA FOR STAFF EVALUATION

In-Service Training

Week of September 3 - 6, 1968*

Tuesday, September 3

8:30 . . . . . A review of the past year: What did we propose to do? What have we done?

10:00 . . . . . Break

10:30 . . . . . Planning for a review of some areas of work to which we need to give further persistent, deliberate attention

1. Children's play and an adult's part in it.
2. The handling of resistance.
3. Foods and feeding.
4. Staff conferencing.
5. Health measures.

11:30 . . . . . Prepare and have lunch

1:00 . . . . . A film on cardiac massage; review and practice of resuscitation; a plan for emergency evacuation of the building

3:45 . . . . . Some thoughts about storage, clean-up, and the value of order in a room

4:30 . . . . . Adjourn

---

* *Nursery Center was closed for the week in order to hold this four-day training session.*

Wednesday, September 4

8:30 . . . . . A discussion on play: What is its meaning to young children? What is the teacher's part? What materials, object, equipment are appropriate for infants and toddlers?

(See the film, Organizing For Free Play from the Headstart series and discuss implications for settings for younger children.)

10:30 . . . . . Break

10:45 . . . . . A continuing discussion on play with emphasis on outdoor activities

11:30 . . . . . Leave for lunch and visit to an educational supply house to examine and select appropriate equipment

Thursday, September 5

8:30 - 10:30 . Evaluation of visit to educational supply house and preparation for visit to the Frank Porter Graham Center in Chapel Hill

10:30 . . . . . Leave for lunch and visit in Chapel Hill

Friday, September 6

8:30 . . . . . Review of the visit to Frank Porter Graham Center

9:30 . . . . . Discussion: foods and feeding

10:30 . . . . . Break

11:00 . . . . . A review of some recent magazines about children

12:00 . . . . . Lunch

1:30 . . . . . Miscellaneous discussions including: agreeable times for staff conferencing; efficient ways of transporting toys to and from the playground; etc.

3:00 . . . . . An evaluation of the week

4:00 . . . . . Adjourn